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vocabulary, will prove very helpful. The vocabulary is sufficient for the needs of the student, and the English is, in general, irreproachable. The translation of "Señora" as "missis," which is a purely colloquial spelling, is unworthy a place in so excellent an edition of a play of such a high order.

In the printing of this play also, some letters have dropped out.

This edition of the play might well find a place in the fourth semester of high-school work or in the second semester of the college course.

ENGLEWOOD HIGH SCHOOL
CHICAGO

CARRIE E. TUCKER DRACASS

The Eleanor Smith Music Course (four volumes). By ELEANOR SMITH. New York: American Book Co., 1908. Book I, 112 pp., \$.25; Book II, 145 pp., \$.30; Book III, 192 pp., \$.40; Book IV, 255 pp., \$.50.

As teacher, composer, and especially as editor, Miss Eleanor Smith has steadfastly insisted upon better material and better methods. Her books of songs for children, published many years ago, are still in demand because the material is of permanent worth. The "Modern Music Series" has, in the ten years of its existence, done more to usher in the newer point of view on public-school music-teaching than any other series.

Her latest publication, the *Eleanor Smith Music Course*, in four attractive volumes, maintains the same high standard of musical merit that is characteristic of the author's work, but it fails to make all of those advances which would have caused it to be hailed as the ideal textbook. The music in variety, both as regards styles and sources, is an advance on any of her previous collections. The text of the songs shows much careful work, close scrutinizing of old material, and abundant use of new, specially prepared poems. In addition to the usual types of good school songs, these books contain a generous proportion of light and humorous material. And never before has a music series so vigorously and successfully asserted that "the song's the thing." The first two books contain scarcely any "exercises," while it is only in the last book that they become frequent, and even there they are far outnumbered by the songs. Drill in reading is to be had, as it should be, in connection with songs with words, and for this there is abundant material.

Those teachers and parents, for this is a good collection for the home, who believe that the main element in the public-school music-teaching is the providing of an abundance of song material, on the principle that surrounding the child with the atmosphere of good music will bring most of the benefits that music has to give, will be enthusiastic in their praises of this collection. But those who believe that there is need of careful pedagogy in music-training may be disposed to point out certain faults in the series. They may aver that save for the commendable emphasis on songs rather than on exercises, the book presents no new teaching ideas; that the arrangement and gradation of material is unsatisfactory; that there is little connection or development between the parts; that none of the old difficult problems are diffused with new light—the treatment of minor is still confusing to the child, when it could easily be simplified; that rhythmic drill is not developed sufficiently; that tone drill

along chord lines is not systematically carried out; and finally that, in the endeavor to obtain new material, too much of the old familiar type, "which every child should know," has been crowded out. However just these criticisms may be, it is certain that the series as a whole is one that can be safely recommended highly for home and general use and that it is one which every supervisor should examine. For the increasing body of independent supervisors who wish to plan their own courses and to draw their material from various sources this series with proper rearrangements and additions will be found to be of great value.

P. W. DYKEMA

THE ETHICAL CULTURE SCHOOL
NEW YORK CITY

Practical Elementary Algebra. By JOS. V. COLLINS. New York: American Book Co., 1908. Pp. 420. \$1.00.

Dr. Collins' book makes its chief claim to the title "Practical" by the elimination of difficult problems and unnecessary definitions and by the introduction of applications. These cover a varied range but are uneven in difficulty and often merely arithmetical (p. 121, "What number is 2 more than x ?" P. 245, "What is the cost of 8,956 lbs. of coal at \$3.50 a ton?"). In its handling of the equation the book is a disappointment. Rules are mechanical and sometimes misleading: p. 61, "Find x , by dividing the right member of the equation by the coefficient of x ." Sixty pages later the axioms of equality make their first appearance!

Chap. xvii, "Discussion of the Fundamental Principles of Algebra," suffers from lack of illustrations. Here equivalent equations are explained for the first time and here in a single page is the entire theory of quadratic equations.

The historical notes scattered through the text, Tartaglia's solution of the cubic, Briggs' introduction to Napier and his logarithms, etc., quicken the interest of the student and refresh the memory of the teacher. Their introduction is a step in the right direction.

THIRMUTHIS A. BROOKMAN

THE HIGH SCHOOL
BERKELEY, CALIFORNIA

Elements of Physics. By GEORGE A. HOADLEY. New York: American Book Co. 1908. Pp. 464. \$1.20.

This later book from the pen of Professor Hoadley is smaller than his previous work, *A Brief Course in Physics*, the laboratory experiments being omitted in the later text. The book is compact, pleasing in appearance, and well printed. The text is to be commended for the numerous diagrams that help in teaching physics, although some of the diagrams might have been lettered more liberally. Other features that make the book one to be desired by teachers are the many well-chosen problems, the collection of formulae at the end of the text, and the numerous experiments for classroom demonstration. An excellent chapter is given on the topics of wireless telegraphy and the